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educational programs	lunch programs	participants	

17. ABSTRACT (MAX. 250 WORDS)

Community schools are discussed with specific references given to preliminary planning and coordination, participants, organization of program, staff, educational programs, services, after-school programs, before-school programs, and school lunch and breakfast programs.

The community school establishes a close working relationship between the school and all phases of the community. A wide range of programs should function to serve as many interest groups as possible rather than focusing instruction on selected areas. Each program should be designed so that it remains flexible and receptive to change or modification when necessary. Certified instructors and trained subprofessionals should staff the schools to ensure professional supervision. Educational programs which should be considered include tutoring, after-hours study centers, after-school remedial programs, health services, summer school, work-study programs, recreational activities, and adult education. Guidance and counseling services should be extended from the regular high school program into elementary and adult education areas. Low student-counselor ratios of 10:1 should be attempted. After-school programs should focus mainly upon remedial, enrichment, or vocational activities. Music instruction and remedial language activities should be conducted during the hours before school, for this approach has proved popular. Hot lunch programs should be established in all rural and most urban educational projects which are not conducted during the school year. Projects which provide a hot breakfast to children enrolled in summer or regular school programs should be determined by surveys indicating need and parental endorsement. A mid-morning snack should be provided for preschool or elementary children.

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COMMUNITY SCHOOLS

I. Preliminary Planning and Coordination

A. The community school establishes a close working relationship between the school and all phases of the community. These projects are designed to satsify a variety of community oriented needs rather than only educational needs of ages of ages and groups of residents in the community.

B. Surveys of interests and needs should be used extensively to determine the nature of instruction to be given.

C. The school Board must be totally involved in development and functioning of the Community Schools since it is legally responsible for determiningcschool operating policies.

D. Parental participation may be achieved by continuous home visits, public meetings and local media coverage. Indigenous parents should be encouraged to apply for subprofessional positions. Salries should be comparitively luciative to recruit those who might possess special skills.

E. When community school projects begin coordination should be established with as many agencies within the community as possible, especially with the Depts. of Health and Welfare, and the Board of Education, and Legal Aid.

2. Participants

A wide range of programs should function to serve as many interest groups as possible, instead of focusing instruction on selected areas.

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3. Organization of Program

A. Each program should be designed so that it remains flexible and receptive to change or modification when necessary.

B. Time lengths of programs conducted on a daily basis have been found to be most effective in units of 1-1 1/2 hours. However surveys must be made to determine the time slotting on the basis of participant availability. (This includes Saturdays.)

4. Staff

A. Certified instructors and trained subprofessionals will staff the schools to ensure professional supervision.

B. Subprofessionals have functioned most often within this framework as Tutors, library assistants counselor and social work aides.

C. Both teachers and subprofessional should undergo training in community workshops, seminars and laboratories. Coordination in planning inservice training should occur with a university or college.

D. Training for subprofessionals is essential, particularly in a community school situation where many will function in more than one or two projects. Indigenous parents, college work study students, Victa volunteers, Work-Experience students and Work Training students have all functioned as aides in community school programs.

E. A staff of school Social workers should be dstablished to maintain a continuous home school interchange and awareness. Subprofessionals should be recruited and trained as aides in this field to ensure low ratios (100-50:1)

5. Educational Program

A. Programs which should be considered are Tutoring, after-hours study centers, after school remedial programs, health services, summer school, Work-study programs or intensified Distributive Education Home Work interpretation, recreational activities, and adult education.

B. The design and expected results which are planned should be realistic when the scope of the program is broad. Don't encourage the community to confuse and mege immediate needs with long range objectives.

6. Services

A. Guidance and Counseling services should be extended from the regular high school program into elementary and adult education areas. Low student-counselor ratios, (preferably 10:1) must be attempted.

After School Programs

After school programs focus mainly upon remedial, enrichment or vocational activities conducted in after school study centers. Enrichment programs are the most frequent project undertaken. Music, art, and drama are usually instructed. Students and adults would be given opportunities to attend concerts, art exhibits and plays.

Field trips are also taken and assists in creating a closer school-community relationship. (Also see Remedial Reading - After School)

Before School Programs

Music instruction and Remedial language activities are usually found to be popular during the hours before school. The daily length of such programs should be about 1 1/2 hours long (or from 7:30 am to 9am). A hot breakfast is strongly urged for those students who would otherwise go to school without a morning meal if surveys indicate both pupil need and parental interest.

Expense will have to be evaluated by the estimated cost for each project coupled with an overall estimation of staff salary rates and school fiscal data. Consideration must be given to the cost-effect of expensive machinery (i.e. teaching aides, tachistoscopes, etd.) which, to date have not justified their expense in terms of effectiveness.

General

Community School

1. School Lunch Program

   A. Hot lunch programs should be established in all rural and most urban educational projects which do not coincide with the school year. The necessity for lunch programs is usually determined by surveys which determine parental interest or endorsement as well as actual need.

B. The average cost for each hot lunch should average 35¢ or less if surplus food is purchased, or if federal funds are requested.

If either of the last conditions exist, pupils may not be charged a fee for the meal, however, small or nominal.

C. If the operation of a lunch program requires construction of kitchen or cafeterialfacilities the project will usually not be funded under Community Action grants.

If facilities are not available or are non-existent a community contract with a catering service may be established in which case students would eat in the gymnasium or auditorium etc. It is realized that the cost per meal would rise, though it should not average more than 50¢ per meal.

2. Breakfast Programs

A. Projects which provide a hot breakfast to children enrolled in summer or regular school programs are determined by surveys indicating need and parental endorsement.

B. A hot breakfast benefits the pupil and the project in three ways:

1. Children of parents who work on early morning shifts receive a balanced meal which they usually do not eat when left to themselves before morning classes.

2. A hot breakfast can become a factor which would induce regular attendance among children who normally eat little or nothing for breakfast, and
3. the relative absence of hunger would engender greater receptivity toward instruction.

C. Mid-morning snacks should be provided for preschool or elementary children. The generalities listed under Hot Lunch Programs also apply.